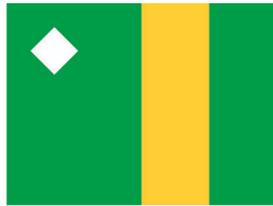

SBDMC

Policy Manual



Wilmore
ELEMENTARY SCHOOL

Updated/Formatted 2021

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Wilmore Elementary School SBDM Council

Philosophy

The purpose of this council lies in the service to the children of Wilmore Elementary School. The council will set policy as well as assess, implement, monitor, and evaluate the programs and needs of the school. The council functions always for the enhancement of student achievement.

The quality of decisions improves when they are made by the individuals most affected by those decisions. Decisions should be reached through a shared decision-making process of discussion and consensus. The belief is that the success of a school is dependent on competent and motivated staff members working in a professional environment with community and parents committed to success.

**SCHOOL
COUNCIL
BYLAWS**

SCHOOL COUNCIL BYLAWS

I. MEMBERSHIP

A. The council membership shall consist of the following:

Representatives

- 2 teachers
- 1 teacher
- 2 teachers
- 1 teacher at large
- 1 principal
- 1 assistant principal
- 4 parents
- 1 minority parent (as required)
- 1 minority teacher (as required)

Constituents

- Primary (Grades 1-3)
- Intermediate
- Specials and Special Education

B. The council term shall be as follows:

In May, teacher members of the council will be elected by all teachers for one (2) year term. All teachers may nominate any other teacher or themselves and all teachers may vote for any teacher on the ballot. In April, the election of parent members for the Council will be handled by the PTO for one (2) year term. Elected council members may serve consecutive terms as long as the candidate is elected.

The principal shall ask all teachers nominated if they wish to run for council. A first ballot shall be drawn up for Primary, Intermediate, and Specials and Special Education and distributed during the designated voting time. The principal and another teacher shall count the ballots immediately after voting. A second ballot for teacher-at-large shall be drawn up listing teachers from the first ballot who weren't elected for a position. The same voting procedure shall follow.

In order to add continuity to the council, three teachers and two parent members will be elected yearly. During even numbered years a Primary, Specials and Special Education member will be elected. During odd numbered years one Primary, Intermediate, and teacher-at-large members will be elected. Parent elections will be on a similar rotation.

If a vacancy occurs, the runner-up from the previous election will be asked to fill out the remainder of the term. If the runner-up declines, a special election will be held.

C. The council officers will be as follows:

1. Chairperson: The chairperson will be a council member and chosen by the Council at the June meeting. Unless a council member volunteers for the position, a vote will be taken.
2. Vice-Chair: The Vice-Chairperson will be a council member who is willing to take this position on a rotating basis. The rotating schedule will begin at the June meeting.
3. Recording Secretary: The recording secretary will be a council member and chosen by the Council at the June meeting. Unless a council member volunteers for the position a vote will be taken.

Revised April 2016

Revised December 2013

II. MEETINGS

- A. Meetings will occur at least monthly as called by the Chairperson or Vice-Chairperson. If the SBDM council meeting is planned on a snow day and school is cancelled, the meeting will be rescheduled.
- B. Meetings will begin promptly. If all agenda items haven't been discussed by the meeting's end, council members will decide to continue the agenda at the next meeting. Additional meetings may be called at the discretion of the Council.
- C. Minutes will be reviewed, amended, and approved from the previous meeting.
- D. At its first meeting each year the council shall:
 1. review Wilmore's by-laws and procedures
 2. select a chairperson, secretary, and vice-chairperson, if this wasn't done at the June meeting
 3. set a regular time to meet for the year
 4. discuss training needs of members
 5. verify that all members have copies of the following documents:
 - a. Wilmore's by-laws and procedures
 - b. council's budgets and spending reports for this year and the previous year
 - c. our most recent KPREP student assessment report
 - d. our current improvement plan
- E. The agenda of a regular meeting will be reviewed, amended, and approved.
- F. A special meeting's agenda will be listed in a notice and no additions will be made.

- G. Items discussed at any meeting must be on the agenda. A copy of the agenda will be posted in the office.
- H. Submitted items for Council discussion will be submitted to the Chairperson. The submitted items will be reviewed, approved/disapproved, and set by the Chairperson, Vice-Chairperson, and Secretary. Items must be placed on the agenda at least two (2) school days prior to the meeting date. If someone submits an additional item to the agenda beyond the two (2) school day limit, the Council may agree to add it to the agenda.
- I. Two-thirds (2/3) of the Council must be present for action to be taken provided at least one (1) parent is present.
- J. Meetings will be open to the public and all interested parties may attend.
- K. All meetings may be recorded and kept with copies of minutes. Copies of the SBDM council meetings may be checked out through the Chairperson. Recordings will be on file for no more than two (2) years. Closed session meetings may not be recorded.
- L. A copy of a compilation of council minutes will be in the office. Archived minutes are in binders in the school library.
- M. Each council decision will be made by a formal motion that states what is being proposed. Each decision will be made in a way that requires every member to indicate a position.
- N. No proposal may be approved by the Council at the same meeting at which it is initially proposed for study.
- O. The Council reserves the right to amend or adjust by consensus any previous policy or procedure.
- P. Council decisions may be appealed according to established Board approved procedures. (See Appendix A)
- Q. All decisions will be made by reaching consensus. Only when consensus cannot be reached shall a vote be taken to establish a decision. A vote will occur when requested by four (4) or more Council members, which is proportional to Board policy.
- R. An electronic vote also may be used by council if needed.

Revised February 2019

III. DUTIES OF COUNCIL MEMBERS

- A. Address the needs, concerns, and programs of the school and form Strands as needed to study and report to the Council.
- B. Adhere to the mission, philosophy, and goals of Wilmore Elementary School.
- C. Attend all Council meetings and complete assigned duties. Missing four (4) meetings per year by a council member will result in his/her stepping down and the runner-up from the previous election being asked to take his/her place on the Council.
- D. Encourage and request data and opinions from all constituencies.
- E. Support, promote, and communicate decisions of the Council.
- F. Respect confidential material discussed during closed Council deliberations.
- G. Participate in training provided by any agency in the areas of consensus building, conflict resolution, school council law, and all other areas deemed appropriate. Members must receive six hours of training their first year on council, receive three hours of training if they have served before, and complete training no later than 30 days after their terms of office begin. The district will provide payment for all training of council members.

Revised August 2001

IV. DUTIES OF THE CHAIRPERSON

- A. Serve with the elected Screening Strand (chair, vice chair and secretary) members to set the agenda.
- B. Communicate to all staff and parents the date, time, and place for each meeting. This is posted in the office and shared through Bear Facts.
- C. Post and communicate the SBDM agenda on the school web site to all staff and parents on the school council at least two (2) school days before each meeting as directed by the council.
- D. Conduct council meetings.
- E. Provide recording device if needed.
- F. Understand clearly the Council's philosophy, by-laws, and state law.

- G. Gather needed materials such as background information when asked by the Council.
- H. Make sure reports are done, tasks are completed, surveys taken, letters written, etc. as so stated by the Council.
- I. Ensure that all council members have equal opportunity to participate.
- J. Call the formation of Strands at the request of the Council.
- K. Minutes of the SBDM meetings will be posted on the school web site and office bulletin board for all stake holders to view.
- L. Bring budgets, strand reports, monthly minutes, etc. to monthly meeting.
- M. File final Strand reports in SBDM minutes binder.

Revised January 2014

V. DUTIES OF THE VICE-CHAIR

- A. Advise the Council on state law or council by-laws when needed.
- B. Monitor the process of the meeting so by-law procedures are followed.
- C. Facilitate the flow of the meeting.
- D. Alert council members as the meeting's scheduled end approaches.

Revised January 2014

VI. DUTIES OF THE RECORDING SECRETARY

- A. Set the recording device for each council meeting (if recording).
- B. Record all minutes of the school council meetings.
- C. Record all minutes of the school council meetings accurately and impartially.

- D. Ask for clarification or a summary of a topic from a council member during the council meeting.

Revised January 2014

VII. STRANDS

PEOPLE PLACES PROCESSES **POLICIES PROGRAMS**

- A. The staff may divide into strands according to their areas of interest. Each strand shall elect by majority of the strand a chairperson, who shall serve for a term of one (1) year.
- B. Strands will not begin operations without extending opportunities for parents and classified staff to participate. Sign-up sheets will be sent home with children and posted during sign-up time.
- C. Sign-up sheets will be available on-line and in the September Bear Facts including a posted deadline.
- D. Meetings will be scheduled at a regular time determined by the strand.
- E. Strand actions are to be presented to the staff for review and input.
- F. Strand minutes will be posted on the bulletin board in the main office and on the school website.
- G. Members communicate with constituencies to gather data, opinions, and information.
- H. Strand actions will be reported at each council meeting.
- I. Recommendations will be presented to the council for consideration.
- J. A final written report is presented to the council and given to the recording secretary.

Revised March 2014

VIII. RESPONSIBILITIES OF THE COUNCIL

Areas of responsibility as stated in House Bill No. 940 which may be considered by the Council include:

- A. Staffing to include number and type.
- B. Planning and monitoring student support services.
- C. Working in consultation with the principal to fill staff vacancies.
- D. Selecting a new principal in the event of a vacancy in that position.
- E. Developing and monitoring school budget.
- F. Administering and reporting student testing programs.
- G. Planning and conducting school development activities.
- H. Coordinating parent, citizen, and community participation in the school.

Revised August 2001

The school Council shall adopt a policy to be implemented by the principal in the following additional areas:

- A. Determination of curriculum, including needs assessment and curriculum development.
- B. Assignment of all instructional and non-instructional staff time.
- C. Assignment of students to classes and programs within the school.
- D. Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar year as established by the local board.

- E. Determination of use of school space during the school day.
- F. Planning and resolution of issues regarding instructional practices.
- G. Selection and implementation of discipline and classroom management techniques, including responsibilities of the student, parent, teacher, counselor, and principal.
- H. Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements, program evaluation and supervision.
- I. Procedures, consistent with local school board's policy, for determining alignment with state standards, technology utilization, and program appraisal.

Revised August 2001





SCHOOL COUNCIL POLICIES

At The Direction Of The Council, The Program Strand Assumes Responsibility For The Determination Of Curriculum And Instructional Practices

Policy 1.0

Instructional Practices

A. Curriculum and Instructional Practices

1. **Definition:** Curriculum shall be defined as all experiences provided by the school which are designed to help children develop academically, socially, emotionally, artistically, and physically. Curriculum includes both what is taught and how it is organized for delivery. Instructional practices are the methods a school uses to help students acquire knowledge and develop skills.

(Reference: KRS 160.345 2 (j) (1) (6))

2. **Responsibilities:**

- a) The strand shall address areas of concern outlined by the CSIP.
 - b) The Program Strand will also conduct ongoing study and evaluation of curriculum across 1-5 to identify other areas for improvement.
 - c) The strand will serve as a catalyst for developing and implementing new curricular programs and instructional practices.
 - d) The strand will be a forum for resolving problems, discussing concerns, and ensuring integration of instruction across the curriculum.
 - e) The Program Strand shall ensure that all programs at Wilmore School are designed to facilitate students' success.
 - f) Staff members who attend workshops or training sessions may be asked to report to the Program Strand or directly to the staff.
 - g) At the direction of the council, a Primary and/or Intermediate ad-hoc strand may be formed to address needs particular to those groups.
3. The Program Strand cooperates frequently with the Technology Strand

B. Instructional Materials

1. **Definition:** Instructional materials shall mean all commercial materials, media and courseware (consumable or permanent), used by teachers to deliver instruction.
2. Responsibilities:
 - a) The Program Strand is responsible for the selection and budgeting process as it relates to Kentucky State textbook adoption.
 - b) Surveying teachers may be necessary to determine their instructional materials needs.
 - c) Program Strand members shall distribute textbooks materials among the staff and collect input.
 - d) The Assistant Principal shall be responsible for ordering, receiving and invoicing instructional materials.

C. Evaluation:

The Program Strand shall report to the staff and council concerning: use of money for instructional materials, implementation of new programs, review and revision of existing programs, and improvement in areas outlined in the consolidated plan.

Revised May 2018

Policy 1.1

Homework Policy - Assignment of Homework

D. Definition

1. Homework refers to lessons and assignments to be studied and completed outside the classroom as an extension of classwork related to state standards.

E. Purpose

1. This policy on assignment of homework to students has been developed to establish responsibilities and guidelines.

F. Policy

1. On the primary level, all homework should not exceed a completion time of 75 minutes within a 7 day period.
2. On the intermediate level, all homework should not exceed a completion time of 90 minutes within a 7 day period.
 - a) Flexibility of homework policy guidelines will be at the discretion of the teacher.
 - b) All homework will be reviewed by the teacher and feedback will be provided as needed.

Revised March 2020
Revised May 2016

Policy 1.2

Wellness Policy

- G. All students shall participate in physical activity, as follows:
1. As part of the instructional day, each student shall engage in at least 20 total minutes of planned physical activity each day during which the school staff shall verbally encourage moderate to vigorous physical activity.
 2. In addition, each student may have 15 minutes a day of supervised recess, preferably outdoors.
 3. Each student shall participate in physical education class 50-100 minutes a week.
 4. The school shall provide space and equipment to make these physical activities possible and appealing to students.
 5. Teachers shall make all reasonable efforts to avoid periods of more than forty minutes when students are physically inactive. When possible, physical activity should be integrated into learning activities. When that is not possible, students should be given periodic breaks during which they are encouraged to stand and be moderately active.
 6. Students shall not be deprived of the 20-minute planned physical activity as a consequence for behavior or academic performance.
 7. Appropriate accommodations shall be made for students with special needs, as required by law and sound professional judgment.
- H. Our school shall assess students' level of physical activity at least once a year by the physical education teacher.
- I. Our school shall encourage healthy choices among students using the following methods:
1. Our school shall implement the nutritional standards required by federal and state laws and regulations. Those rules apply to our food program and to other food and beverages available during the school day.
 2. Our Practical Living curriculum shall address the full Core Content, including health, consumerism, and physical education.

3. The rest of our curriculum shall reflect an integrated concern for wellness, including connections to Science, Social Studies, and other subjects.
- J. The provisions of this policy shall be implemented to comply with provisions required by federal law, state law, or local board policy. If any specific requirement above does not fit with those rules, the principal shall notify the council so that the policy can be amended to fit.
- K. The principal shall share this policy with the Kentucky Department of Education when KDE asks for this information.

Revised April 2011

Policy 1.3

Curriculum and Assessment Policy

Our curriculum will:

1. Be aligned to the Kentucky Core Academic Standards
2. Provide equal access to the standards for all students.
3. Reflect high-yield instructional strategies

Teachers will use the Kentucky Core Academic Standards for their grade level and the district's curriculum documents to design their instruction. Teachers will put a strong focus on teaching power standards identified for their grade level and ensuring mastery for students.

Teachers will also follow the JCS Assessment Plan to administer universal assessments throughout the year at the designated times as well as summative, end of unit assessments. You can find the JCS Assessment Plan [here](#).

Revised May 2018
Submitted May 2009

Policy 2.0

Assignment of instructional and non-instructional staff time

Definition: Instructional staff shall include all certified personnel, (teachers, librarian, counselor, etc.) assigned to the school, with the exception of the school principal. Non-instructional staff shall include all classified employees (clerical, custodial, instructional, etc.).

(Reference: KRS 160.345 2 (j) 2)

Responsibilities:

- A. The principal will make decisions for the assignment of all instructional and non-instructional staff time based on the following criteria: (certification, seniority, teacher preference, needs of educational program).
- B. As vacancies occur, the council could consider whether to change the numbers of persons employed in job classifications (certified and classified only).
- C. Teachers shall be given written notice of their school assignments for the forthcoming year no later than the last day of the school year or May 31st, whichever comes first. In the event that changes are made after these dates, the teacher(s) so affected shall be notified promptly of the unforeseen situation. The same shall apply to classified staff.
- D. Assignment to families or teams within the primary program and division of departmental duties in the intermediate levels shall be determined by a consensus of the teachers involved and the principal. If consensus cannot be reached the final decision will be determined by the principal and council.
- E. Staff members desiring a change of assignment shall file a written request with the principal/council no later than April 15. (See Appendix B)
- F. When such assignments become available, either through mutual agreement or vacancy, first consideration will be given to those written requests.
- G. If certification requirements and/or job qualifications are met, current staff will be given first consideration for the position requested.

- H. After all in-house reassignments are made, any remaining vacancies will be declared and posted following district procedures.
- I. If more than one request is on file for an open position, first district seniority, then the date of the request will be used to determine eligibility for consideration.
- J. Each teacher who requests a change in assignment and does not receive it will receive a brief written explanation from the principal identifying a reason based on the grounds listed above (seniority, certification, or a need of the educational program).
- K. Extra duty assignments will be made on a rotating basis and distributed equally.
- L. The People Strand will develop a plan that ensures that all certified staff are getting required planning time and that adequate provision for collaborative planning is incorporated if possible. Required break and lunch periods for classified personnel may also be coordinated through the People Strand or through the respective directors. The plan will be sent to the faculty for revision and then presented to the council for approval.

Evaluation: Should any change be required after the approval of the People Strand's plan the Strand will:

- A. Review the change and any options available.
- B. Consult with all staff involved.
- C. Then make a report to the council as an amendment to the plan.

Reviewed 2018

Policy 3.0

Assignment of Student to Classes and Programs

A. Definition: Student assignment shall be defined as placement of students into classrooms which are developmentally appropriate, meet students' individual needs, and adhere to state/federal guidelines or requirements.

(Reference: KRS 160.345 2 (j) 3))

B. Responsibilities and Procedures:

1. In April a letter will be sent home to parents giving them the opportunity to provide written input relative to specific needs of their child, which may be of assistance in placement.
2. Classroom teachers shall rank their current students based upon special needs and academic levels. During the first week of May at a grade level meeting teachers shall use the lists to compile classroom rosters that are as heterogeneous as possible (special needs, ability, gender) for the upcoming year.
3. Upon completion of classroom lists these placements shall be submitted to special area teachers, resource teachers, teaching assistants, guidance specialist, and the principal for review. Written parental concerns will be considered and necessary changes made.
4. The revised class lists will then be returned to the classroom teachers at a grade level meeting to ensure there are no significant changes in the heterogeneous mix of the classes.
5. Classroom lists shall be completed prior to the last day of school. This will enable the teachers to notify the parents of the placement for the following year. The assigned teacher's name shall be included in the final report card for the student (See Appendix C).
6. New students will be placed in classes that are developmentally appropriate dependent on classroom size. The principal will assume this responsibility.
7. All class lists will be reviewed after the first month of school.
8. The council will attempt to adhere to these guidelines for maximum class size:

Primary – 24 students
Intermediate – 28 students

C. Confidentiality: Information about students under the rights to privacy act shall be held in confidence by all staff members involved.

D. Evaluation: The staff shall evaluate the process of student assignment annually. The principal shall report the results to the Council along with recommendations for improving the process.

Policy 4.0

Determination of Schedule for School Day and Week

E. Definition: Scheduling shall mean the development of a master plan for using time within the school day set by the state and Jessamine County Board of Education and the use of time over a span of one week, one grading period, and one semester.

(Reference: KRS 160.345 2 (j) 4)

F. Responsibility: A People Strand shall be formed and shall be responsible for creating a daily schedule, determining times for each class to use the special area classes. Lunch time will also be scheduled for each class. This Strand will also be responsible for any additional scheduling needs recommended by the council or staff. The Strand shall submit their scheduling proposal to the faculty and council for approval.

G. Criteria: The criteria to be met in scheduling shall include:

1. promoting teacher effectiveness
2. reflecting appropriate use of the instructional day
3. providing time for planning
4. complying with job descriptions
5. complying with all federal, state, and board regulations
6. supporting the school's instructional goals, programs, and services

H. Evaluation: The council shall monitor the school's schedule with assistance from the scheduling Strand and make changes whenever necessary to improve instruction.

Revised May 2018

Policy 5.0

Determination of School Space and Care of Building and Grounds

- I. Definition:** School space shall include all buildings and grounds occupied by the school and shall include use and care of building and grounds before, during, and after the school day.

(Reference KRS 160.3452 (j) (5))

J. Responsibilities:

1. Places Strand shall be formed at the request of the council with the following responsibilities:
 - a) Develop an annual plan for the use of school space.
 - b) Address ongoing needs for school space during the school year.
 - c) Recommend school policies that will govern the use of school space.
 - d) Building Access: Effective September 1, 1994 the following policy will be in place.
 - (1) An Access code will be given to any teacher who requests one.
 - (2) Any teacher who requests a code must complete training.
 - (3) Weekend access to the building is available to anyone having an access code.
 - (4) Sign-in/sign-out is required at the office after school hours.
 - (5) The workroom where equipment is placed will be open.
 - (6) Check equipment and entrance doors before leaving the building.
 - e) Monitor use of school space and care of school grounds.
4. The principal, maintenance director, and custodian will inspect the school building and grounds in May, make recommendations, and report to the Places Strand. The final list is sent to the Maintenance Director.

5. The Strand will advocate on anyone's behalf to remove obstacles that inhibit the carrying out of this plan.

K. The District and School Maintenance Director will be responsible for the following:

1. Review recommendations and report from the Buildings and Grounds Strand.
2. Follow district maintenance job descriptions.

L. The School Maintenance Director and staff will be responsible for the following:

1. Provide for protection and cleanliness of technological equipment (technology).
2. Send written reports to the Places Strand in September, January, and April.

M. Teachers and students will be responsible for preparing the room for daily custodial cleaning.

N. Evaluation: The Places Strand will evaluate annually the use of school space. At the May council meeting, the Strand shall submit for its approval an annual plan for the use of school space, recommendations for improving building and grounds, and an annual report of the use of school space for the current school year.

Revised May 2018

Policy 6.0

Determination of Support Services

Determination of Support Services

O. Definition: The following programs at Wilmore Elementary School provide support services for students: Counseling, Psychological Testing, WESCARE Family Resource Center, DARE, Title, RTI, ESS, gifted, and ELL.

P. Responsibilities:

1. The School Counselor shall provide counseling (individual and group).
2. A certified school psychologist shall provide psychological services and testing.
3. A social worker shall provide social services through the WESCARE Family Resource Center.
4. A local law enforcement officer shall provide instruction through the DARE Program.
5. A certified teacher and instructional assistants shall provide Title 1/RTI instructional services and testing.
6. Certified teachers and instructional assistants shall provide additional academic tutoring through the Educational Support Services Program (ESS).
7. A certified teacher shall provide academic instruction and testing for the gifted/talented program.
8. A certified teacher shall provide academic instruction through the English as a Second Language Program (ELL).
9. Federally funded America Reads program will provide extra support for students.

Q. Procedures: The director of each program shall work with the principal and teachers to plan, monitor, and evaluate each student support service offered to students at Wilmore School.

R. The Assistant Principal shall annually conduct a study of the needs of the students enrolled at Wilmore School to determine service needs and develop a student service plan each year.

Policy 6.0

- S. To help develop the yearly plan, subsequent directors of student support services will work closely with the Assistant Principal to gather information and survey students in their program.

- T. Evaluation:** The results of any study, the yearly plan, and a status report of student services shall annually be reported by the Assistant Principal to the Wilmore faculty and then to the school council.

Revised May 2018

Policy 7.0

Determination Discipline

U. Definition: Discipline allows a child to become self-sufficient making appropriate choices and having knowledge of consequences and rewards both intrinsic and extrinsic.

(Reference: KRS 160.345 2 (j) (7))

V. Procedures: Wilmore Elementary realized the need for an updated, organized school-wide behavior plan in 2005.

1. A discipline team was formed to create a plan in cooperation with KCID (Kentucky Center for Instructional Discipline).
2. The plan was presented to and adopted by the school staff.
3. The plan was adopted by the WES council.
4. Future revisions will be the responsibility of the school's behavior team members.

W. The Jessamine County School Board declared all schools would be Drug and Violence Free. Therefore, Wilmore School shall work with the board to ensure that we are a drug and violence free school.

X. Components:

1. SMART School-wide Behavior Plan
 - a) The purpose of this program is to have students demonstrate high behavioral standards as outlined in the SMART acronym. SMART stands for: Show respect, Make learning a priority, Act responsibly, Realize you can, and Treat others like you want to be treated. (See Appendix C for the SMART Matrix.)
 - b) Goals:
 - (1) WES hallways will be safe places where students can silently walk to and from their destinations on the right side of the hallway, in single file lines, with hands to their sides.
 - (2) The Wilmore cafeteria will be a clean, safe, and enjoyable place where students eat their breakfasts and lunches.
 - (3) WES restrooms will be safe places where students use the bathroom and wash their

hands quickly and without disturbing their surroundings or their classmates.

Policy 7.0

Y. ALTERNATE ACTIONS:

In order to provide the students in primary, intermediate, and special area classes a positive learning climate, rules and consequences are posted in each classroom. Students who work positively within these guidelines receive rewards.

Z. Procedures:

1. If a student consistently breaks class rules, After School Detention and/or an office referral (See Appendix D for office referral form) may be assigned.
2. Any act determined by the principal to be injurious to others or the child himself (fights, possessing weapons, throwing items, etc.) may warrant direct assignment to remove from the classroom.
3. Children who repeat behaviors may be referred for RTI Behavior or PASS.

AA. Evaluation: The Behavior team will review the program as needed.

Revised May 2018

Revised November 2006

Policy 8.0

Selection of Extracurricular Programs and Determination of Policies Relating to Participation

A. Definition: Extracurricular programs shall consist of all activities conducted during non-school hours under the guidance of the school, both on and off the school grounds. Examples of extracurricular programs are Academic Team, clubs, athletics, and community service.

(Reference: KRS 160.345 2 (j) (8))

B. Procedures:

1. Extracurricular programs offered will be determined by the principal and staff based upon requests and interests of staff, students, and parents.
2. Academic qualifications, attendance requirements, and other standards required to participate in extracurricular activities will be drawn up by the program sponsor and approved by the council.
3. All extracurricular programs will require at least one sponsor who is a certified or classified employee, or an approved volunteer. Supervision during extracurricular programs will be the responsibility of the sponsor.
4. No extracurricular activities will be planned unless covered by the district's liability insurance.
5. A set stipend will be given to all sponsors if budget is available.
6. All procedures listed above are contingent upon council approval.

C. Evaluation: The continuation of extracurricular programs will be based upon interest and degree of participation.

Revised May 2018

Policy 9.0

Technology Utilization

D. Definition: Technology will be defined as any machine, device, or resource used to improve productivity. Technology will be used as a means of gathering information and resources, as well as for organizing and communicating information, and to support and enhance instruction. All technology shall be used under legal guidelines as stated in this policy, be appropriate for the developmental level of the children, and be sensitive to the moral structure of the community.

(Reference: KRS 160.345 2 (j) (9))

E. Responsibilities:

1. The district technology coordinator will assist the school in all areas of technology.
2. Wilmore School's technology coordinator and the Assistant Principal will provide or arrange technology training and assist the staff in all areas of technology.
3. The Process Strand shall be formed at the request of the council.
 - a) The Strand shall be responsible for the following:
 - (1) Assess technology needs for the school.
 - (2) Develop an annual plan for the use of technology and prepare a budget based on local and district allotments.
 - (3) Direct the Assistant Principal to spend technology allotment according to the annual plan adopted by the staff and council.

F. Procedures for Audiovisual Materials:

1. **Video Philosophy:** We believe that the primary use of audio-visual materials at Wilmore Elementary School is to support and enhance instruction. All AV materials should be of the highest quality and used only under the appropriate legal guidelines. The content of all materials should be appropriate for the developmental level of the children and sensitive to the moral structure of the community.

*(*Note: Faculty and staff are expected to use discretion when selecting A/V materials and need to be aware of changing technology and copyright laws.)*

2. Required Previewing: All video materials including, but not limited to, movies, recorded television programs, software, and computer streaming, must be reviewed in advance of use by appropriate school personnel as required by board policy 08.234. These materials must be deemed appropriate for and within the range of the knowledge, understanding, age and maturity of students in accordance with S.B.D. M. procedures and board policies. Video materials selected for student access must be void of graphic or gratuitous violence or profanity.

3. Audio Visual Use

- a) Instructional use** The use of audiovisual materials as a valuable tool in instruction is encouraged. Videos, DVDs, On-line activities, and other resources can effectively be incorporated into instruction and enhance learning. When audiovisual materials are used for instruction their purpose and objectives should be reflected in the teacher's lesson plans. Videos should be used in an appropriate manner as a part of enhanced instruction.
- b) Performance Licenses** The school administration and staff will make a recommendation to the school council relative to the purchase of any performance licenses during the annual budgeting process.
- c) Ratings** Few videos with ratings above "G" are appropriate for elementary children. Only under special circumstances will videos with "PG" ratings be approved. No videos rated above "PG" are permitted. For "PG" rated videos written parental permission, and parental option is required for students at all grade levels. Teachers will provide alternate assignments when necessary.
- d) Non-Instructional Use** All videos shown for non-instructional use should be approved by the principal using the video approval request form. (See Appendix F)

- e) **Copies** All videos shown must be from the original. No copies will be permitted. School technology may not be used for making copies of any original, copyrighted material.
- f) **Television Programs** Any television program, live or recorded, presented for any purpose of duration must be issued rating by the TV Parental Guidelines Monitoring Board and their presentation to students must adhere to the following guidelines:
 - (1) Television programs rated TV-Y, TV-Y7, TV-Y7-FV, and TV-G are acceptable for viewing by all students.
 - (2) At no time shall a television program rated TV-M be presented to any student.
 - (3) other forms of physical aggression in a non-sporting game environment
 - (4) the use of vehicles or other forms of transportation to kill or injure
 - (5) depictions of drug or alcohol use
 - (6) depictions in violation of Board policies prohibiting harassment or discrimination.
- g) **Video Games** Only allowed video games rated EC or E will be permitted to be used at WES.
- h) **On-line video** Streaming and downloaded video examples are unregulated and unrated. The use of these materials must follow the same prohibitions as described in the video game use policy.

G. Video Approval

1. **Approval Forms** All videos over 45 minutes must receive the approval of the principal prior to use. Video approval forms are available in the library. (See appendix F)
2. **Procedures for Requests**
 - a) Requests will be submitted to the principal prior to viewing. If parental consent is required, or the video is longer than 45 minutes, one full week will be necessary.
 - b) Requests will be returned by the principal to the teacher.
 - c) If the request is approved the teacher shall bring the request to the Media Center for scheduling, if needed.

- d) Tapes to be broadcast will be scheduled in the order they are received.
- e) Videos that are privately owned or not cataloged in the Media Center should be picked up from the Media Center promptly after showing.

*Videos shown using stand-alone classroom units are subject to aspects of this policy.

H. Videotaping and Distribution

1. Downloading

- a) Material may be downloaded for instructional use only.
- b) Videos must be used in the classroom within ten days from the downloading date.
- c) All tapings/burnings/downloadings, with the exception of KET, must be erased within 45 days of the original taping/burning/downloading date.
- d) Special permission may be obtained from the owner of the copyright for additional use.
- e) Taping/burning/downloading rights of material broadcast by KET are outlined in the KET School Schedule Book. The categories for taping are:
 - (1) Unlimited
 - (2) Unlimited through (date)
 - (3) School year
 - (4) Seven days

All KET material taped/burned/downloaded and cataloged by the Media Center will adhere to the guidelines stated in the KET School Schedule Book of the current school year.

I. Use of Off-Air Videos

- 1. The use of all off-air videos will adhere to the guidelines as stated in section 2 of this policy, “Audio Visual Use”.
- 2. Requests to show off-air videos in the classroom will follow the guidelines outlined in section 3 of this policy, “Video Approval”.
- 3. Off-air videos may be copied for two-time use in individual classrooms, but are bound by the timelines on the original taping date.
- 4. Videos may be used twice in the classroom during the ten-day period.

J. Taping/Burning/Downloading Requests

1. Taping/burning/downloading may be done by the Media Center, Technology Resource Teacher, by the teacher in the classroom or by the teacher at home.
2. **Scope of Restrictions** All movie, television, and video game content restrictions shall apply before and after school, during the school day, at school-sponsored events, and/or at any time District facilities, technology, or electronic media are used.

Related Board Policies:

03.162/03.262/03.233/08.234/09.42811/09.426

K. **Evaluation:** The Technology Coordinator will report to the staff and council regarding the success of the annual plan and utilization of technology throughout the school.

Revised May 2018

Policy 10

Determination of Consolidated School Improvement Plan

A. Definition: The purpose of the Consolidated School Improvement (CSIP) Strand is to create a written plan to transform the school. The plan is to provide a road map leading the school's students to high levels of performance now and in the future. This school wide plan addresses priorities from all aspects of the school.

(Reference KRS 160.345 2 (j) (9))

B. Responsibilities:

1. The CSIP Strand shall be formed at the request of the council.
2. The Strand shall develop a plan providing an accurate view of what is needed for transformation to occur.
 - a) The plan should include a mission statement, goals, objectives, actions to be taken, a timeline, persons responsible, and projected costs.
 - b) The plan is a living document that is subject to change, modification, and revision as the school year progresses and new data becomes available.
 - c) The School Transformation Planning Guidebook shall be used to assist the Strand to create a viable transformation plan.
3. The plan should be developed for a three (3) year period.
4. The Strand shall assess the needs of the school through securing information from teachers, staff, parents, and community members.
5. The Strand shall collect and analyze the results of the needs assessment.
6. Action plans shall be developed for each of the components identified through the needs assessment. Planning shall be coordinated with other Strands.
7. The CSIP Strand, with Council approval, shall communicate and disseminate the plan to staff and community.

C. Evaluation: An annual review of the plan shall be reported to the staff and council. All changes in the plan shall be approved by both staff and council.

XV. Policy 11.0

Determination of the School Budget

A. Definition: A school budget shall consist of all receipts and projected and actual expenditures for the school except for capital construction, facility maintenance, and basic transportation. It shall consist of funds appropriated to the school for a period beginning July 1 and ending June 30.

(a) (Reference: KRS 160.345 3 (a))

B. Responsibilities:

1. The budget Strand will be formed at the request of the council.
2. The budget Strand shall meet monthly August – June
3. The school bookkeeper will direct the Strand in procedures and format for drafting a budget.
4. A budget format provided by the Central Office shall be used. Procedures are set by the Kentucky Department of Education Accounting Laws and directed by the assistant superintendent for operations.
5. The council shall monitor and approve the budget.

C. Procedures:

1. The budget Strand shall develop a draft budget and conduct a hearing for the staff on the budget before it is recommended to the school council.
2. A copy of the draft budget five (5) days before the hearing shall be available to any interested parties.
3. The chairperson of the budget Strand shall preside over the hearing. No decisions will be made by the Strand at the hearing.
4. Following the hearing, the budget Strand shall recommend a budget to the school council. The council shall adopt a budget for the school.
5. The school bookkeeper shall prepare a monthly report on all line items showing both receipts and expenditures.
6. The chairperson of the budget Strand shall present the monthly report to the council. The council shall approve the monthly report and copies will be available to any interested parties.
7. The budget Strand shall complete an annual report for approval by the school council by April 15. The school bookkeeper shall forward the report to the Central Office.
8. The budget process shall adhere to the following timeline:

- a) The budget Strand completes a draft budget by March 15.
- b) The budget Strand conducts a budget hearing by April 1.
- c) The budget Strand submits a draft budget to the council by the April council meeting.
- d) The school bookkeeper submits a draft budget to the Central Office by April 15.
- e) The school council adopts an annual school budget by the May council meeting.
- f) The budget Strand reviews the draft budget for the coming school year by August.
- g) The school council reviews the changes in the budget made by the budget Strand by September.
- h) The principal submits a revised budget to the Central Office if needed by March.

D. **Evaluation:** The Budget Strand shall review any area of deficit and make adjustments to address these areas in the draft of the new budget.

Policy 12.0

Reporting of Student Progress

E. **Definition:** Assessment means a procedure for gathering information on individuals for the purpose of evaluating progress, placement, and position in relation to academic standards.

(Reference: KRS 160.345 3 (b))

F. **Procedures:**

1. The CRA will be responsible for the following functions:
 - a) Develop and/or select testing and reporting systems, district assessment team.
 - b) Recommend standards and procedures for administering school-wide student assessment programs.
 - c) Address areas of concern as reflected in the assessment as directed by the council.
- G. State testing will be administered according to school district and state guidelines. The Assistant Principal in reporting the results to teachers, parents, and the community.
- H. The principal will report to the school council tasks associated with student assessment.
- I. **Evaluation:** The principal shall report any school-wide assessment results to the staff and council in the fall and spring.

Revised May 2018

Policy 12.1

PROMOTION DECISION POLICY

J. **Definition:** Promotion shall be defined as advancement to the next grade and/or year in the Primary School based on developmentally appropriate levels of performance by the students.

K. **Responsibilities:**

1. Promotion of a student will be the decision of the current classroom teacher. Decisions will be in the best interest of the child and developmentally appropriate levels will be emphasized. If promotion is not recommended by the current classroom teacher the decision will be based on the following criteria: exit tests, formal assessments, teacher progress reports, professionals' judgments and parental input.
2. Progress or lack of progress should consistently be recorded on the report card rubric and communicated to the parent. Parents should be advised if their child is not progressing before April. (See Appendix F)
3. Teachers must inform parents in writing by April 1, if in their professional opinion and according to proper documentation, it would be in the best interest of the student to remain in the primary school or to repeat fourth/fifth grade. The parents must be contacted either in person or by mail to ensure that the parents receive proper notification.
4. If parents or guardians do not agree on the best placement for the student, the following process should be followed in this order:
 - a) Parents meet with the child's teacher a minimum of two times.
 - b) Meet with a group of education professionals: consisting of, but not limited to, the classroom teacher, last year's teacher (if possible), special education teacher (if applicable), teacher representing the next grade level, any specials area teacher with relevant information, and guidance counselor.
 - c) Meet with the school administrator.

5. The parents, school psychologist, or any professional person the parents would like included may be present at the education professionals committee meeting.
 6. The decision of the committee will be in the best interest of the child.
 7. The decision of the committee will be final.
 8. If parents do not agree with the decision made by the education professionals committee, then the parents must present their request to the Site Based Decision Making Council, following the appeals process.
- L. **Evaluation:** The counselor will present a statistical report to the faculty and council at the end of the school year. Included in the report will be the number of placement reviews called and a summary of decisions made.

ADOPTED _____ SIGNATURE _____

Revised July 2006

Policy 12.2

Home School and Cross-Cultural Entrance Criteria

M. 1st Grade

1. 1st – Teachers and administration will collaborate with the Jessamine Early Learning Village for recommendations for individual placements. All decisions will be in compliance with Kentucky law related to student age.

N. 2nd Grade

1. **Reading** – DRA levels 14-16 (This is the exit criteria for first grade.)
2. **Writing** – Students will be able to generate at least one sentence.
3. **Math** – Students will score a 65% or higher on the first grade District Math Assessment.

O. 3rd Grade

1. **Reading** – DRA level 24
2. **Writing** – Students will be able to generate at least three to five sentences related to one main topic using correct capitalization and punctuation in the beginning and ending of sentences.
3. **Math** – Students must have a mastery of addition and subtraction facts through ten. They should be able to tell time to the half-hour and understand place value to the 100's place.

P. 4th Grade

1. **Reading** – Students need to have a recommended SRI score of at least 500 (or its equivalent).
2. **Writing** – Students will generate two or more paragraphs related to a specific purpose. Students will use correct capitalization and punctuation with at least 75% accuracy. Students will also demonstrate appropriate idea development and organization.

3. **Math** – Students will score 65% or higher on the District Math Assessment. Students must have mastery of addition and subtraction facts through twenty. They should know their multiplication facts zero to five and be able to regroup in addition and subtraction. They should be able to tell time to five minute intervals.

Q. 5th Grade

1. **Reading** – Students need to have a recommended SRI score of at least 700 (or its equivalent).
2. **Writing** – Students will generate two or more paragraphs related to a specific purpose. Students will use correct capitalization and punctuation with at least 75% accuracy. Students will also demonstrate appropriate idea development and organization.
3. **Math** – Students will score 65% or higher on the District Math Assessment.

R. General Guidelines

1. Student need, teacher evaluation, and teacher recommendation will determine student placement into the appropriate classroom.
2. A child's date of birth will be considered for grade level placement. The maximum range allotted for grade placement is one grade above or one grade below that of their peers.
3. Parents will bring any grievance to the SBDM council.

Adopted April 2005

Policy 12.3

Primary Exit Criteria

S. **Definition:** Assessment means a procedure for gathering information on individuals for the purpose of evaluating progress, placement, and position in relation to academic standards.

(Reference: KRS 160.345 3 (b))

See also Promotion Decision Policy 12.1.

T. These are the expected skills and concepts for each level in Primary School. Transfer students should be held accountable to the same standards.

1. **Reading:** Students will be assessed by a Kentucky or national formal reading assessment and score on-level or above.

1st Grade DRA 16-18 or above

2nd Grade DRA 28 or above

3rd Grade DRA 38 or above

2. **Writing:**

1st Grade Students will be able to generate two sentences on one topic using capitalization and punctuation with at least 75% accuracy.

2nd Grade Students will be able to generate one paragraph of at least 3-5 sentences using capitalization and punctuation with at least 75% accuracy.

3rd Grade Students will be able to write at least two paragraphs using correct capitalization, punctuation, topic sentence, and supporting details with at least 75% accuracy. They should know how to restate and answer open response questions.

Note: Math criteria are to be used as a guideline, not a requirement as with reading and writing criteria.

3. **Math:**

1st Grade Students must be able to count to 100 by 1s, 2s, 5s, and 10s. Students must have mastery of addition and subtraction facts through 10. They should be able to tell time to the hour and half hour. They should be able to count money up to \$1.00.

2nd Grade Students must have mastery of addition and subtraction facts through 20. They should be able to tell time to 5 minute intervals. They should understand place value of thousands place. They should be able to solve two-digit addition and subtraction problems.

3rd Grade Students must have mastery of addition and subtraction facts through 20. They should understand place value to the 10,000 place. They should be able to tell time to the minute. They should also be able to solve three-digit addition and subtraction problems with regrouping. They should know their multiplication facts 0-5 as measured on timed tests with at least 75% accuracy.

U. General Guidelines

1. Student need, teacher evaluation, and teacher recommendation will determine student placement into the appropriate classroom.
2. When an extra year in the same grade level is considered, many factors in addition to the Exit Criteria will be reviewed. For example, a child's date of birth, English proficiency, maturity, size, etc. are all information that will be taken into account as part of the final decision. The maximum range allotted for grade placement is one grade above or one grade below that of their peers.
3. Parents will bring any grievance to the SBDM council.

Adopted March 2009

Policy 13.0

Determination of Communication

V. Definition: Communication means the transfer of internal and external information by one group or individual to another group or individual by spoken, written, or electronic means.

(Reference: KRS 158.645)

W. Procedures:

1. An ad hoc communication Strand shall be formed at the request of the council. The Strand, including teachers and parents, shall be charged with the responsibility of recommending areas for improving school communication.
2. The Strand shall formulate a plan for the year based on results from the prior year's school effectiveness survey.
 - a) Using statistics and comments from the survey, another school effectiveness survey may be deemed necessary.
 - b) The results of the survey shall be analyzed and distributed.

X. Components:

1. There should be effective communication between community, parents, administration, staff, PTO, and students.
2. There shall be a scheduled meeting at the beginning of the year between teachers, Assistant Principal, principal, and PTO to discuss Wilmore School's yearly calendar of events.
3. Positive communication can occur through the following channels.
 - a) Written: memos, letters, notes, cards, Strand and council agendas and minutes, message board, school newspaper, newsletters, report cards, request forms, survey responses, show case, True Blue Board and Attendance Olympics.
 - b) Spoken: faculty, grade level, Strand, and council meetings, announcements over the intercom, morning news, conferences, parent forums, phone calls, and Open House.
 - c) Service: Strand, council, and WESCARE Family Resource Center.

d) Programs: student performances, and student fund raising projects, Family Night, Author's Fair, I Love to Read Day, 100th Day of School, and OOVOTO.

4. **Evaluation:** The communication Strand shall present its plan to the staff and council by November 1st. The Strand shall present survey results and its recommendations to the staff and council by the end of the school year.

Reviewed February 2018

Policy 13.1

Media Relations Policy

Y. Definition: Media Relations shall be defined as informing the public of current school events and school achievements.

Z. Procedure:

1. Teams, PTO, SBDMC, and administration will be given a form (see Appendix G) to complete regarding any newsworthy school information.
2. These forms should be completed and given to the chairperson of the People Strand by the last Friday of each month.
3. The chairperson or designated person of the People Strand will then compile all of the completed forms and contact the appropriate media agencies in a timely manner.

AA. Evaluation: The People Strand shall report the contacts that have been made at monthly faculty meetings.

Adopted May 2006
Reviewed February 2018

Policy 14.0

Determination of Staff Development

BB. Definition: Staff development involves those experiences provided to the staff to prepare them to fulfill their responsibilities and to maintain a focus on the needs and interests of children. Professional development includes both the days provided by the state and other time provided by the individual employer.

(Reference: KRS 160.345 3)

CC. Responsibilities:

1. The Program strand was formed at the request of the council.
2. The strand shall assess the professional development needs of the staff each year.
3. A plan shall then be developed for professional development.
4. The plan shall be evaluated and the results reported to the staff and council.
5. The strand shall assist the Assistant Principal in managing professional development activities including: scheduling, facilities, consultative assistance, and refreshment.
6. The professional development Strand shall follow the guidelines set by the Kentucky Department of Education for developing a professional development plan.
 - a) The strand shall plan training for all teachers and administrators.
 - b) Each individual shall be responsible to see that his/her attendance at staff development sessions is recorded and reported to central office.
 - c) Monies allocated for staff development shall be spent according to the staff development plan.

DD. Evaluation: The program strand shall evaluate the effectiveness of the staff development training offered and make adjustments in planning for the next year's staff development.

Revised May 2018

Policy 15.0

Hiring of Personnel

EE. **Definition:** A vacancy occurs for a staff member due to one of the following: resignation, retirement, dismissal, discontinuation of contract, transfer, death, or the creation of a new position.

(Reference: KRS 160.345 (2) (i))

FF. **Procedures:**

1. After receiving notification of the funds available for the school from the local board, the council shall determine within the parameters of total available funds, the numbers to be employed in each job classification at the school.
2. When a vacancy occurs, the principal shall notify the council.
3. The principal will consult with the school council on each vacancy, including certified, classified. Consultation shall be defined as the principal must ask for and listen to the advice of the council before he or she makes the final choice for job placements.
4. If consultation needs to occur during a school break, the council will meet with the council members who are available.
5. The procedures for certified and classified vacancies shall apply for paid extracurricular positions.
6. All state and federal laws concerning equal opportunity and job classification requirements shall be observed.

GG. **Responsibilities:**

1. An ad-hoc Interview committee shall be formed at the request of the council when a vacancy occurs.
 - a) For certified staff, the committee will consist of principal, one council member, at least one certified staff member from the same area as the position to be filled (primary, intermediate, specials, special education).
 - b) When filling a teaching assistant vacancy, the principal and the teacher/teachers affected will be

responsible for the selection of the applicant pending council approval.

- c) When filling other classified vacancies, the principal and the respective directors will be responsible for the selection of the applicant pending council approval.

2. Any Interview Committee will be bound by the following confidentiality rules: The discussions and disagreements among the Interview Strand shall be private and never discussed after the interview is over. Every effort will be made to have an SBDM member present in an interview.
3. The principal shall make the final choice for filling a vacancy.
4. The principal shall report the choice of an employee to the council and the superintendent.

Revised January 2019
Revised May 2018

Policy 16.0

Selection of a Principal

HH. **Definition:** The selection process of a principal by the school council occurs when a vacancy has been verified by the superintendent.

(Reference: KRS 160.345 2 (i))

II. Procedures:

1. The council, with input from teachers, classified staff, and parents, shall develop a set of characteristics for selection of a principal and communicate in writing those characteristics to the superintendent.
2. The superintendent will provide the council with a list of qualified applicants who responded to the county personnel posting. The council may ask for a list of additional names if no applicant on the first list seems suitable.
3. All council meetings dealing with the hiring of personnel (principal) are closed to the public.
4. The council shall develop a written plan for selecting a principal and shall disseminate the plan to teachers and leaders of the parent organization. The plan shall include selection characteristics and a timeline.
5. All state and federal laws concerning equal opportunity requirements shall be observed. These factors may not be a part of the selection: race, sex, religion, marital status, place of residence (including local or outside the district), or place of birth.
6. Due to a possible conflict of interest, the current principal may be asked by the council to exit council meetings so freedom of expression will be uninhibited. If the principal chairs the council, a new chairperson will be chosen by consensus for principal selection meetings.
7. The council shall be responsible for reviewing all written information on each applicant.
8. The council shall write two specific lists of questions to be used during the preliminary (short) and final (follow-up) interviews. The preliminary interview's questions should determine whether an applicant has the

characteristics identified by the council. The final interview questions will be more specific and thought provoking. Only selected candidates will be interviewed.

9. All members of the council shall be present for scheduled interviews with each applicant/candidate. If an emergency arises and attempts to reschedule fail, the interview shall continue as originally scheduled.
10. The interview procedure shall be followed until the council can come to a consensus on a candidate's recommendation.
11. The council shall issue a written statement of its choice for principal to the superintendent, faculty, and community.

JJ. **Confidentiality:** No aspect of the selection process should be discussed after the timeline is given. Once interviewing begins, discussions and disagreements among the council should be private. A written covenant may be drawn up by council members stating all conversations and written information read about applicants shall be kept private. All notes, copies of interview questions, tapes, or other materials given must be kept in an envelope. At the end of the selection process these envelopes will be turned in and kept in a confidential records area.

Revised May 2018

Policy 17.0

School Council Grievance/Appeals Process

KK. Definition: The Grievance/Appeals Process involves two parties, the School Council and the plaintiff. The plaintiff is any person or group that wishes to file a grievance, or appeal a council decision. This process shall begin when the plaintiff brings a grievance or disagreement before the council.

LL. Procedures:

1. A plaintiff (person or group) who wishes to file a grievance or appeal a council decision must submit a written request for a hearing to the chairperson of the council explaining the nature of the request.
2. The chairperson shall submit the request to the Screening Strand.
3. The Screening Strand will place the request on the agenda for the following month.
4. The council shall schedule a hearing within thirty (30) days from the date the request is received. The chairperson shall inform the plaintiff in writing of the hearing.
5. Both parties may be represented by legal counsel and may call witnesses as long as the testimony is pertinent.
6. The council shall consider the merits of the grievance and make a decision. A written copy of the council's response will be sent to the plaintiff.
7. A copy of all grievances and council decisions shall be submitted to the district superintendent.
8. If the council's decision is unsatisfactory, the plaintiff may follow the district's appeals process. (See attachment to SBDM Procedures Section-Appendix A.)

Revised May 2018

XVI. Policy 17.1 Public Participation in Open Meetings

A. Definition: Wilmore Elementary School believes that a continuing two-way dialogue between the school and the public is necessary. The public and the news media are permitted to attend all open meetings of the Site Based Decision Making Council.

B. Procedures:

1. **Public Participation:** Persons wishing to address the Council must first be recognized by the Chairperson. Opportunity to address the Council may be given at the "Public Comment" item on the agenda.
2. **Speakers:** The chairperson may require the name and address of the speaker. The chairperson may rule on the relevance of the topic to the Council's agenda. The chairperson may also establish time limits for speakers as may be required to maintain order and to ensure the expedient conduct of business.
3. **Non-Agenda Issues:** The Council shall not take official action regarding non-agenda issues in the meeting at which the items are first introduced.

C. Citizen Suggestions and Complaints:

1. **Suggestions:** The Council will give consideration to suggestions posed by citizens of the community. Citizens wishing to make suggestions should submit them in writing to the school administrator.
2. **Complaints:** Wilmore Elementary's SBDM Council welcomes constructive criticism when such is motivated by a sincere desire to improve the effectiveness of the school. Complaints regarding SBDM Council actions and policy matters should be directed to the SBDM Council. All other complaints should be directed to the administrative unit in which the problem arises. The proper channel for complaints is as follows:
 - a) Teacher,
 - b) Principal,
 - c) School Council,
 - d) Superintendent, and

e) Board of Education.

Those with a complainant should initially address the problem at the immediate level of involvement and may appeal to higher levels if satisfaction is not achieved.

D. Appeals:

Complaints appealed to the Council must be in writing and must contain a detailed description of the problem and the redress desired. The Council reserves the right to defer and redirect complaints that have not been explored to the appropriate administrative level. See Policy 17.0, School Council Grievance/Appeals Process, for more details.

Adopted Dec. 2008

Revised May 2018

Policy 18.0

Parent Involvement Policy

“The Key to Student Success”

Wilmore Elementary School Program

Expectations for Parent Involvement

Wilmore Elementary School has adopted the following parent involvement policy and plan, developed by a committee of parents and teachers. It will be distributed to all parents.

All comments indicating parents' dissatisfaction with the district plan shall be collected and submitted along with the plan to the Kentucky Department of Education.

Wilmore Elementary School shall convene an annual meeting, at a time convenient for parents, to which all parents are invited and encouraged to attend. At this meeting, parents will be informed of the school's participation in the Title 1 school wide program, the purpose and requirements of Title 1, and their rights to be involved. Attention shall be given to reaching all parents.

Wilmore Elementary School shall offer a flexible number of meetings (a.m. and p.m.) to parents, and may provide transportation, child care, and home visits as the need arises.

Wilmore Elementary School shall involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of programs, including the joint development of the school's Parent Involvement Policy and the school plan.

Parents and Teachers **A**re **C**oming **T**ogether

Parents shall be provided with:

- *timely information and opportunities to attend meetings.*

-
- *school performance profiles and their child's individual*
 - *assessment results, including an interpretation of results.*
- *a description and explanation of the school curriculum,*
 - *assessment, and proficiency levels.*
- *a timely response to any parent suggestions.*

Shared Responsibility for High Student Performance

Wilmore Elementary School has jointly developed with parents, for all students, a parent-school learning compact that describes:

- *The school's responsibility is to provide high quality curriculum and instruction in a supportive and effective learning environment that will enable students to meet the state's academic expectations.*
- *Ways in which each parent will be responsible for supporting his/her child's learning.*
- *The ongoing communication between parents and teachers through: parent/teacher conferences; progress reports to parents; and reasonable access to staff, observation of classroom activities, and opportunities to volunteer and participate in their child's class.*

Building Capacity for Involvement

Wilmore Elementary School shall build the capacity for strong parent involvement by:

- *providing assistance to participating parents in understanding national, state, and local goals, standards, and assessments, Title I, Part A requirements, and how to monitor their child's performance, as well as information on how parents can participate in the education of their child.*
- *providing materials and training to parents, such as needed literacy training not otherwise available to help parents improve their child's achievement.*
- *educating all school staff, with the assistance of parents,*

on how to reach out, to communicate with, and work with parents as equal partners.

- *coordinating and integrating, as appropriate, parent involvement programs/activities with organizations such as; Head Start, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Partners and other programs.*
- *ensuring, to the extent possible, information sent home is in a language and form parents can understand*
- *involving parents, where appropriate, in development of training for teachers and other staff that improves instruction.*
- *providing other assistance, as appropriate, where parents can learn about child development and rearing from birth, designed to help parents become full partners in the education of their child.*
- *developing appropriate roles for community-based organizations and businesses and encouraging partnerships with elementary, middle, and secondary schools.*
- *training and supporting parents to enhance involvement of other parents, where appropriate.*

Adopted May 2010
Reviewed February 2018

Policy 19.0

Writing Policy

WILMORE ELEMENTARY WRITING POLICY

Created: December 2018

- A. At Wilmore Elementary, we will ensure that:
 - a. All students are provided multiple opportunities to develop complex communication skills for a variety of purposes.
 - b. Every grade level will have a specific time allotted for writing instruction that is aligned to the Kentucky Core Academic Standards.
 - c. Writing curriculum is vertically and horizontally aligned. This is outlined in the Writing Expectations By Genre and Grade Level portion of the WES Writing Plan.

- B. A variety of language resources are embedded within writing instruction so that students can read and analyze a variety of print and non-print materials.
 - a. Students have access to materials such as artwork, photographs, electronic texts, graphics, illustrations, web pages, maps, etc. and can use these as needed to enhance their purpose and audience.
 - b. Students have access to materials needed to respond appropriately to On-Demand prompts, Extended Response questions, and Short Answer questions.
 - c. A variety of instructional strategies (i.e. individual goal-setting, graphic organizers, etc.) will be used to assist students in meeting their specific learning objectives relating to writing.

- C. A variety of technological tools are used in the writing process.
 - a. Students have access to technological tools such as ipads, chromebooks and computers and online tools to assist in their communication.
 - b. Students have access to technology to research a topic or gain a deeper understanding of a topic. All classrooms have access to computers, chromebooks, and/or ipads for student use..

- c. Students will demonstrate their learning through the use of technological tools to collaborate, create, and make global connections.

December 2018

APPENDIX

District Administration

Appendix A - School Based Decision Making Procedures
3-31 P

L. APPEAL OF DECISIONS

1. Eligibility

Appeals from decisions of the council may be made by any aggrieved resident of the district, parent, student, or employee of the school.

2. Process

Prior to being appealed, the issue must first be presented in writing to the Council for reconsideration. Issues for Council consideration shall be delivered to the Principal who shall bring the matter before the Council at its next meeting. If the matter is not satisfactorily resolved within then (10) school days from the date the issue is presented to the Council, an appeal may be submitted in writing to the Superintendent.

If, within ten (10) school days of receiving the appeal, the Superintendent has not been able to satisfactorily resolve it, a further appeal may be made in writing to the Board. The Board shall act on the appeal within forty (40) school days of the Board meeting when the appeal was made. The decision of the Board shall be final.

3. Basis

Actions of the Council will be reviewed on appeal based on whether the Council action was arbitrary, violated district policy, exceeded the authority of the Council, or was otherwise unlawful under state or federal law.

Appendix B - Staff Reassignment Form

Staff Preference Form

Name _____

In order to plan for next year, please indicate your preference for job placement for next year. Please check the appropriate box and return to me by _____. Marking a box for a change doesn't necessarily mean the change will be made. However, please feel free to submit additional comments.

_____ I'd like to stay where I am now for the _____ school year.

_____ I'd like to try something different for next year. I'd like to be considered for a position in _____ if it becomes available.

_____ I do not plan to return for the _____ school year.

Additional Comments:

I understand that any change of assignment will only take place if a vacancy occurs or if there is mutual agreement between two staff members regarding the change, subject to the recommendation of the principal and school council. (Policy 2.0)

The mission of Wilmore Elementary School is to create a safe, personalized learning environment that embraces the whole child, focuses on continuous growth, and prepares our students to positively contribute to our families, our communities, and our world.

Appendix C

Appendix C - SMART Matrix

Wilmore Elementary Common Areas

School Behavioral Standards	Hallways	Cafeteria	Restrooms	Classroom
Show Respect	<ul style="list-style-type: none"> • Silence • Hands to side • Stop to allow adults to pass 	<ul style="list-style-type: none"> • Walk silently through line • Listen to adults • Say “please” and “thank you” 	<ul style="list-style-type: none"> • Silence • Take care of surroundings • Wait patiently 	<ul style="list-style-type: none"> • Follow directions • Be an active listener • Respond the first time an adult gives instruction
Make learning a priority	<ul style="list-style-type: none"> • Silence 	<ul style="list-style-type: none"> • Use table manners • Do not throw food 	<ul style="list-style-type: none"> • Move quickly • Silence 	<ul style="list-style-type: none"> • Use listening skills • Take notes • Have eyes on speaker • Ask for help • Be present each day at school
Act responsibly	<ul style="list-style-type: none"> • Walk on the <u>right</u> side of the hallway (2nd block) • Hands to side • Stay with class • Wear your mask • Maintain social distance 	<ul style="list-style-type: none"> • Clean up your area • Keep hands to self • Stay seated • If you need something, raise a hand • Maintain social distance 	<ul style="list-style-type: none"> • Use bathroom during given breaks • Don’t socialize • Wear your mask • Maintain social distance • Two people at a time in the sink area 	<ul style="list-style-type: none"> • Have your materials ready • Stay focused • Ignore distractions • Work towards completing your assignment • Wear your mask • Maintain social distance
Realize you can	<ul style="list-style-type: none"> • Set an example 	<ul style="list-style-type: none"> • Talk quietly and only to those sitting on either side or in front of you 	<ul style="list-style-type: none"> • Prevent the spread of germs by washing hands with soap for 20 seconds 	<ul style="list-style-type: none"> • Persevere • Work with grit

Treat others like you want to be treated	<ul style="list-style-type: none">• Keep hands and feet to self• Do not touch artwork on walls	<ul style="list-style-type: none">• Use table manners• Chew with a closed mouth	<ul style="list-style-type: none">• Stand silently while waiting for class	<ul style="list-style-type: none">• Show manners (Respond to adults and peers with respect)
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Appendix D

Appendix D - Wilmore Elementary Office Discipline Referral

Name: _____ Date: _____ Time: _____ Teacher: _____ Grade: _____ Referring Staff (if different from above): _____	Prior Corrective Teaching <input type="checkbox"/> Reminders <input type="checkbox"/> Conference w/ Student <input type="checkbox"/> Teacher consequence <input type="checkbox"/> Parent Contact <input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
---	---

Playground	Library	Cafeteria	Bathroom
Hallways	Arrival/Dismissal	Classroom	
Other: _____		Specials: _____	

Problem Behavior	Possible Motivation	Administrative Decision
REPEATEDLY *Inappropriate Language *physical Contact *Defiance *Disruption *Property Misuse *Tease/Taunt *Other MAJOR *Abusive Language *Fighting/aggression *Blatant defiance *Harassment/Bullying *Disruption: *Other;	*Obtain Peer attention *Obtain Adult Attention *Obtain items *Avoid peer(s) *Avoid adult(s) *Avoid task or activity *Other	*Loss of privilege: *Time out in office *Conference with student *Parent contact *Individualized Instruction *SAFE *After school detention *Suspension *Other:
Description of Incident: (Others involved, how it's inappropriate) 		
For Office Use ONLY: _____ Data Entered into Database _____ Parent Communication		
Office Follow-Up: 		

Appendix F - Child Progress Concern

Wilmore Elementary School - Jessamine County School District

To the Parents of: _____ Date: _____

Notification of Concern:

I was informed on this date that my child was not progressing at the desired rate. The teacher informed me of my child’s areas of strengths and weaknesses.

Conference Date: _____

Signatures:

End of First Grading Period

Parent

Teacher _____

To the Parents of: _____ Date: _____

Notification of placement concerns for next year:

I was informed on this date that my child was not progressing at the desired rate, and that in the professional opinion of the principal and his/her teacher, my child may not be prepared to meet with success in the next level of learning.

Conference Date: _____

Signatures:

February

Parent _____

Teacher _____

To the Parents of: _____ Date: _____

Notification of placement for next year:

I was informed on this date that my child was not progressing at the desired rate, and that in the professional opinion of the principal and his/her teacher, my child will not meet with success in the next level of learning. It will be in the best interest of the child to be placed in a developmentally appropriate class.

Conference Date: _____

Signatures:

April

Parent _____

Teacher _____

According to school policy, parents may request a committee meeting consisting of the current teacher, last year's teacher, a teacher from the next level, counselor, principal and special area teacher if needed to review each case on an individual basis. The committee decision will be final and in the best interest of the child.

Parent signature indicates presence at the committee meeting and not necessarily agreement with the committee's decisions.

Parent or Guardian Signature

Date

Appendix G - Media Relations Form

Teacher: _____

Grade Level/Subject Area: _____

Check the following media resources that you would like contacted:

- | | | | |
|--------------------------|-----------------------------|--------------------------|------------------------|
| <input type="checkbox"/> | The Jessamine Journal | <input type="checkbox"/> | The Wilmore Newsletter |
| <input type="checkbox"/> | The Lexington Herald Leader | <input type="checkbox"/> | |
| | Other _____ | | |

Describe the Event:

When:

Where:

Who (Students/Teachers Participating):

* Include any photos that apply.

- Please check here if you would like for the media resource to take photos.

ATTENTION MEDIA RESOURCE – You may contact this person at:

Teacher/contact person's phone #

Teacher/contact person's address

